

Assessment of General Education Learning Outcomes at a Community College

Assessment Institute – October 29th, 2024

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Session Outline

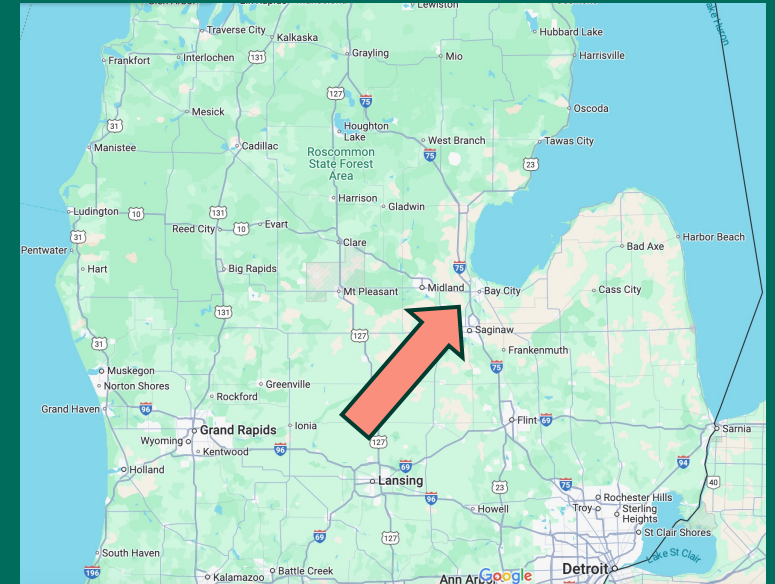
- Background about Delta College
- How we do gen ed assessment
- Example data
- Impact on curriculum

Background about Delta College

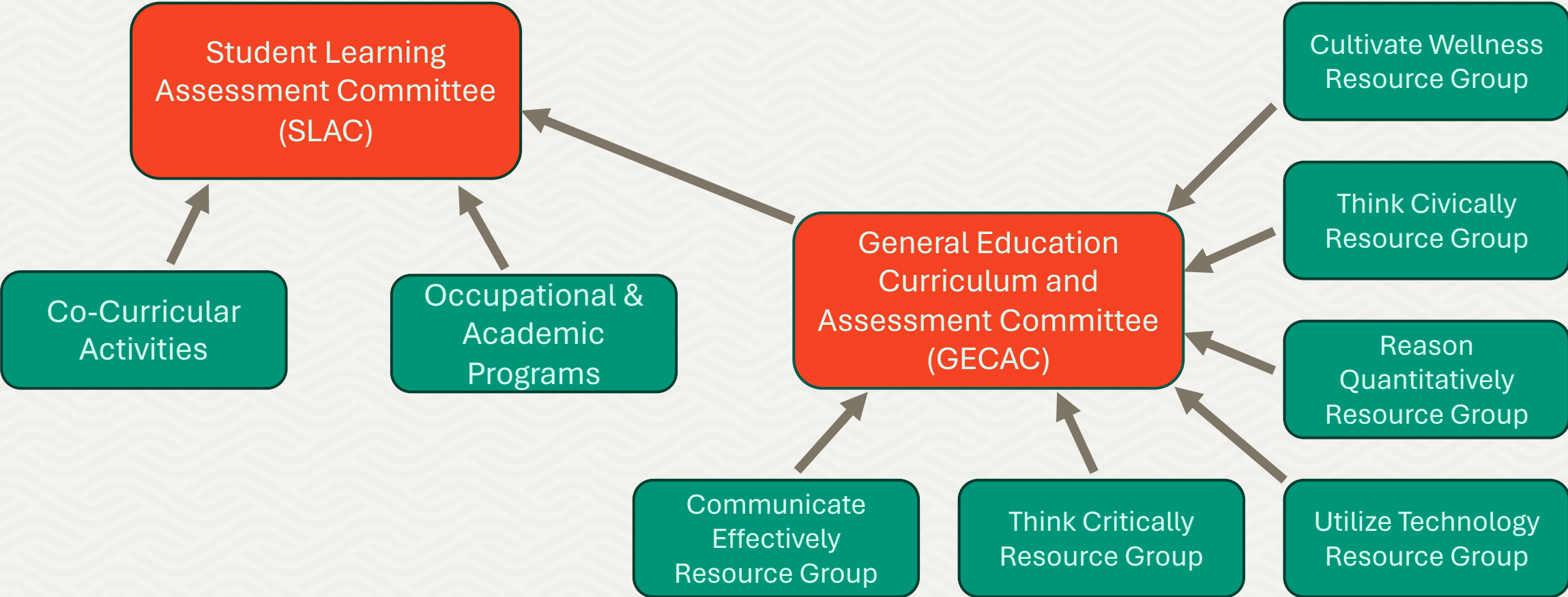


Delta College

- Community college in Mid-Michigan since 1961.
- Currently serving approximately 7,000 students each semester with over 50,000 graduates.
- Founding and current member of the League for Innovation, receiving the 2022-2023 Innovation of the Year award.
- The Aspen Institute recently identified Delta College as one of the nation's top 50 in its College Excellence Program.
- Accredited through the Higher Learning Commission.



Assessment Structure at Delta College



General Education Curriculum and Assessment Committee (GECAC)

- Oversees assessment of the six General Education Learning Outcomes (GELOs)
- Representatives from all five academic divisions, counseling, and administration
- Faculty chair
- Work in partnership with the resource groups for each GELO
- Reviews the Associate in Arts, Associate in Science, and Associate in General Studies degrees annually



GELO Resource Groups

- Faculty or staff who have an interest or expertise in a specific area of general education
- Faculty chair
- Scores samples of student work and compares with instructor scores
- Prepares and presents assessment report
- Makes recommendations to GECAC to improve student success and assessment process



Carla Murphy
Cultivate Wellness



Christina Miller-
Bellor
Think Civically



Brad Pretzer
Reason Quantitatively



Dennis Roebuck
Utilize Technology
Effectively



Marilyn Lemerand
Jennifer Niester-Mika
Communicate
Effectively



Brian Aldrich
Think Critically

How We Do Assessment

- Outcomes and Curriculum Map
- Timeline, rubric, and goals
- Identifying students to assess
- Data collection, analysis, and reporting
- Closing the loop

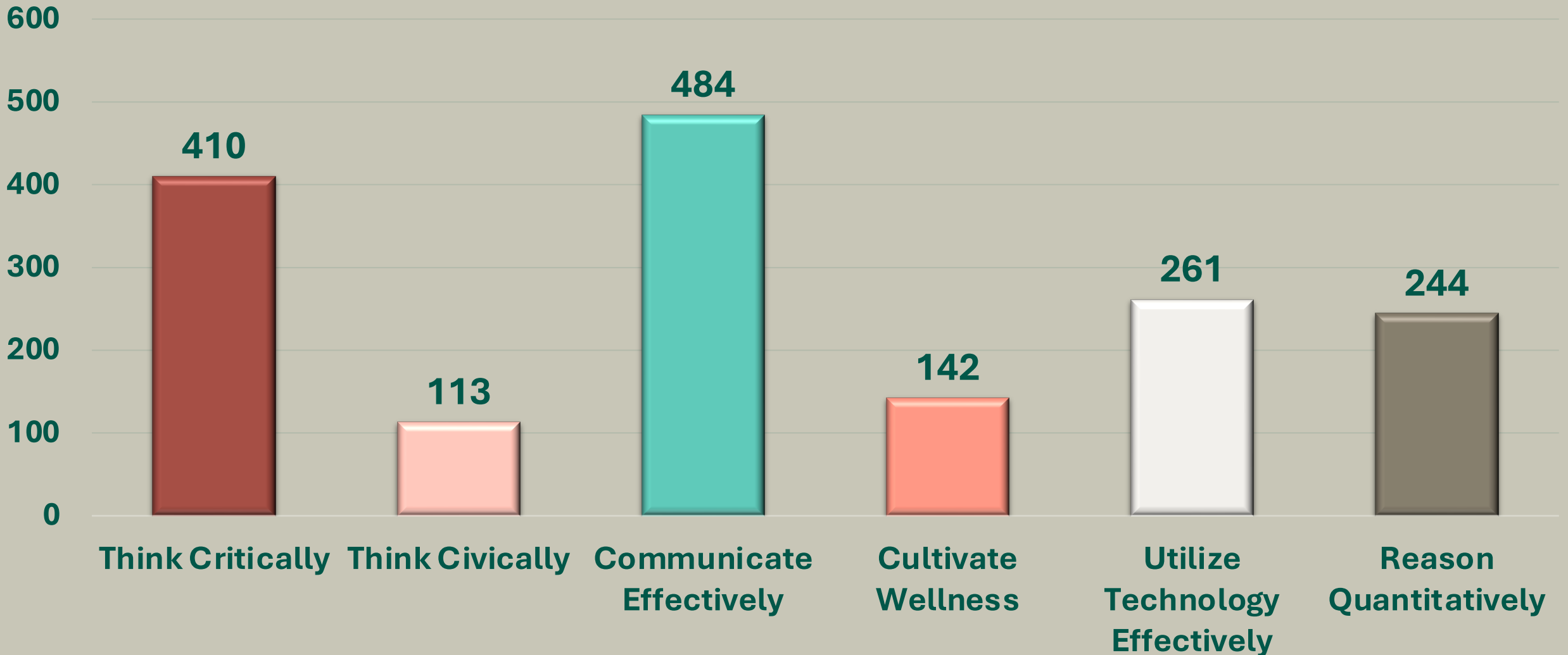


General Education Learning Outcomes (GELOs)

Think Critically	Produce a defensible conclusion or solution using critical or creative thinking.
Communicate Effectively	Communicate effectively in oral, written, or symbolic expression.
Think Civically	Demonstrate an understanding of diverse societies, ranging from local to global, in order to engage effectively in civic life.
Cultivate Wellness	Demonstrate an understanding of wellness principles to promote physical and personal health.
Utilize Technology Effectively	Solve a problem or accomplish a task using technology.
Reason Quantitatively	Use quantitative information or analyze data within context to arrive at meaningful results.

Curriculum Map

2023-2024 Gen Ed Audit Mastery Courses (1392 total)



Assessment Timeline

Cycle 3 Schedule	Year 1		Year 2		Year 3		Year 4	
	Fall 2023	Winter 2024	Fall 2024	Winter 2025	Fall 2025	Winter 2026	Fall 2026	Winter 2027
Cultivate Wellness	Data Collection	Analysis/ Reporting	Implement Changes			Plan Assessment	Data Collection	Analysis/ Reporting
Think Civically	Plan Assessment	Data Collection	Analysis/ Reporting	Implement Changes			Plan Assessment	Data Collection
Reason Quantitatively		Plan Assessment	Data Collection	Analysis/ Reporting	Implement Changes			Plan Assessment
Utilize Technology Effectively			Plan Assessment	Data Collection	Analysis/ Reporting	Implement Changes		
Think Critically				Plan Assessment	Data Collection	Analysis/ Reporting	Implement Changes	
Communicate Effectively					Plan Assessment	Data Collection	Analysis/ Reporting	Implement Changes

Assessment Rubric and Goals

Level X: Dropped	Level 0: No Evidence	Level 1: Emerging	Level 2: Developing	Level 3: Mastery
Student dropped before submission	Assignment not submitted	Does not meet expectations: has major errors, omissions, or inappropriate expressions	Meets minimal expectations: has minor errors, omissions, or inappropriate expressions	Shows proficiency in demonstrating the outcome

- Cycle 1 (2017-2019): 70% of students will score at a 2 or 3 by their instructors
- Cycle 2 (2020-2022): 80% of students will score at a 2 or 3 by their instructors
- Cycle 3 (2023-2026): 80% of students will score at a 2 or 3 by their instructors

Identifying Students to Assess

- **Sample Size**
 - *Request 300-1000 scores (depending on outcome)*
 - *Request subsample of 150 to submit assignment*
- **Students must meet assessment criteria.**
 - *Having more than 45 credit hours (nearing graduation).*
 - *Enrolled in classes with an M (Mastery) for the outcome.*
- **Don't overload the faculty**
 - *No more than 4 sections each*
 - *No more than 30 students each*
- **Remove sections, not students**
- **Keep a diversity of courses**



Data Collection

- Spreadsheet emailed to faculty near the beginning of the semester
- Return to Assessment Office by grade submission deadline

- Includes the following:

- *Score from rubric for each student*
- *Comments for each student*
- *Type of change made to course if any*
- *Description of change made*

- Original assignment for highlighted students

- *150 subsample*
- *Ungraded student work*
- *Assignment description and answer key*

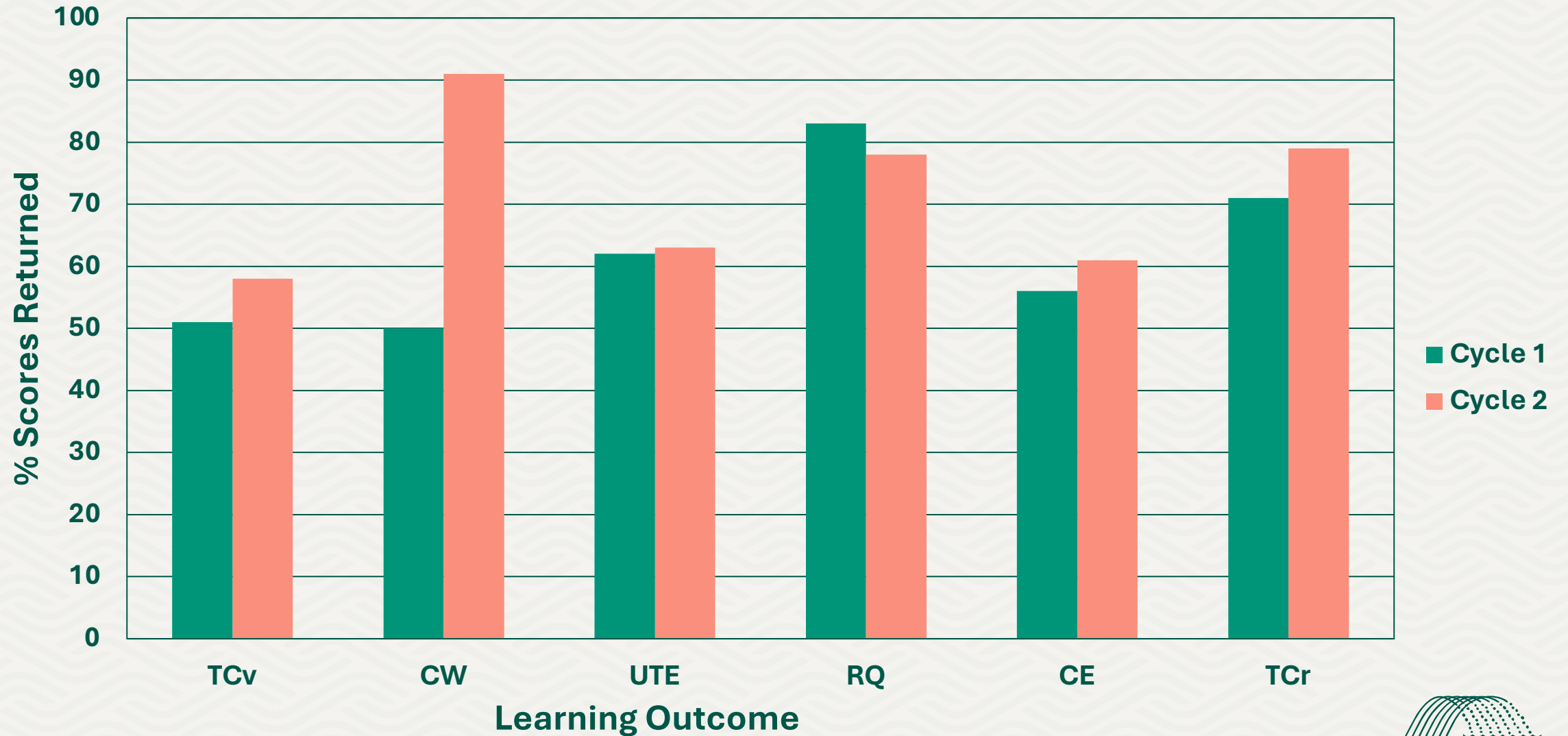
For each student listed below: 1) Choose the score that indicates at what level the student met the Think Civically outcome in this assignment (Rubric is shown below). 2) Provide Qualitative Comments for all students without using names.			
Return a copy of the following documents for each student whose name is highlighted . (Not every section has students chosen to have the assignment submitted.) 1) Assignment or test instructions for the submitted student work 2) Answer key for the submitted student work 3) Copy of the student work* that was assessed <small>*If this assessment is embedded in a large project/assignment, please identify the area of the project/assignment that was assessed.</small>			
Student First Name	Student Last Name	Proficiency Level in demonstrating the outcome <small>Click in the cell to choose from the options</small>	Qualitative Comments <small>Describe errors, reasons for lack of proficiency in demonstrating the outcome, or other explanatory comments here.</small>
General	Assess	Level 0 No Evidence	No submission
Ed	Scoreman		
		Level X Dropped	
		Level 0 No Evidence	
		Level 1 Emerging	
		Level 2 Developing	
		Level 3 Mastery	

Assessment Artifacts

- Collect assignments that faculty are already using in their courses
- Assignment should address all aspects of the outcome
- Assignments vary between classes, sections, and instructors
- Score based on assessment rubric, not assignment rubric

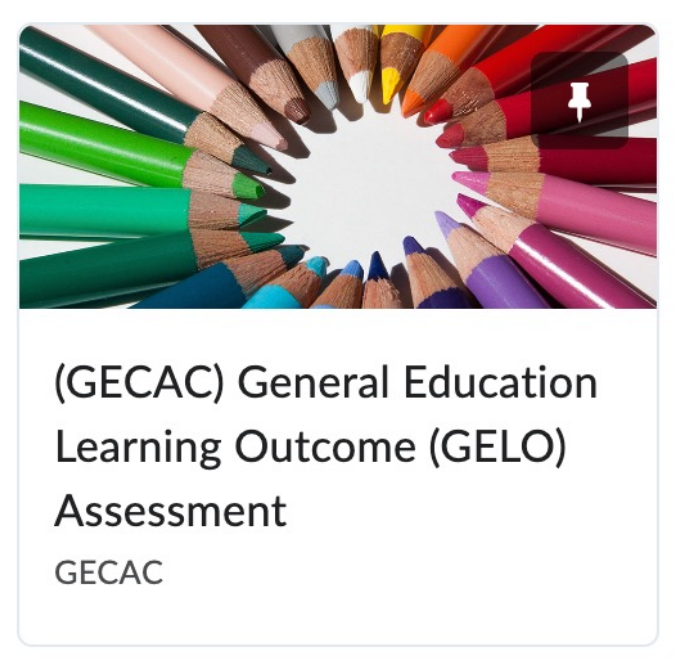
GELO	Activity (course)	Assignment Description
Reason Quantitatively	Diet Analysis (Fitness and Wellness)	Students collect calorie and nutrient information on all foods consumed for three days. They determine if their diet is in acceptable ranges and what they can do to improve.
Reason Quantitatively	Obesity Problem (College Algebra)	Students determine the best algebraic model to represent obesity data for Americans and then construct that model. They use their model to estimate values not in the data set.

Return Rates



Data Analysis and Reporting

- **Assessment Office dumps data into a master Spreadsheet**
- **Resource group and GECAC score small sample**
 - Organized by subject area in Microsoft Teams folders
 - Zoom breakout rooms
- **Resource group chair presents findings at GECAC**
- **Presentations are stored on our eLearning site (D2L)**
- **GECAC chair inputs report into Outcome Assessment Tracking System (OATS) database**



Improvements Resulting from Gen Ed Assessment – Closing the Loop!

- **Student Learning – Faculty make changes to courses based upon assessment.**
- **Assessment Process – GECAC is constantly looking for ways to make the process of collecting, analyzing, and reporting data more efficient, consistent, and useful.**
- **College-Wide Curriculum and Policy – GECAC reviews the transfer degrees (AA, AS, and AGS) on an annual basis.**
- **The GELOs are the program learning outcomes for each transfer pathways.**

Example Data

**Cultivate Wellness
Collected Fall 2023**



Sample Collection

Instructor Sample

- 302 students selected
- 205 scores returned
 - 20 students dropped
- 185 scores in large sample
- 68% return rate

Resource Group Sample

- 150 assignments requested
- 71 assignments returned
 - 6 assignments not scored
- 65 assignments in small sample
- 47% return rate



Instructor Sample

Instructor Scores (Large Sample with dropped students removed)		
<u>Level</u>	<u>Number</u>	<u>Percent</u>
Level 0 No Evidence	29	16%
Level 1 Emerging	4	2%
Level 2 Developing	34	18%
Level 3 Mastery	118	64%
Total Rankings	185	100%

At 0 or 1	At 2 or 3
18%	82%

In the instructor sample, 82% of the scores were at the 2 and 3 levels, meeting the target goal of at least 80%.

Target met!

This data is used for external reporting.

Resource Group Sample

Instructor Scores		
<u>Level</u>	<u>Number</u>	<u>Percent</u>
Level 0 No Evidence	1	2%
Level 1 Emerging	2	3%
Level 2 Developing	15	23%
Level 3 Mastery	47	72%
Total Rankings	65	100%
% at a 2 or 3		95%

Resource Group Scores		
<u>Level</u>	<u>Number</u>	<u>Percent</u>
Level 0 No Evidence	-----	-----
Level 1 Emerging	2	3%
Level 2 Developing	16	25%
Level 3 Mastery	47	72%
Total Rankings	65	100%
% at a 2 or 3		97%

Comparison Differences

Summary

- Instructor & Resource Group agreed 77% of the time.
- +1 and -1 occurred the same number of times (11% each).
- Only one score differed by 2.
- 8% of the submitted artifacts could not be scored by the Resource Group.

Inst – Res Grp	Count	Percentage
0	50	77%
-1	7	11%
+1	7	11%
-2	1	2%
+2	0	0%
Total Scored	65	100%
Unscored	6	8%
Total Submitted	71	

Qualitative Comments

- **Generally, instructors indicated that student responses for level 1 and 2 lacked detail, student failed to provide evidence to support a claim, or didn't answer question.**
- **Level 3 student work was described as reflecting on different dimensions of wellness and how they support their personal wellness. Research complete, thorough, detailed, and students provided evidence or multiple forms of support.**
- **Resource group review indicated that several submissions did not provide a clear rubric, or the assignment did not address the cultivate wellness outcome.**

Demographic Breakdown

Cultivate Wellness FA23 All Students

Demo	White	Black	Hispanic	Multi	Unknown	Non-Resident	American Asian	American Native	Graduate (as of 5/24)	Non Graduate	Total
n	133	23	14	6	6	1	1	1	48	137	185
% 2 & 3	87%	61%	86%	67%	83%	0%	100%	0%	88%	80%	82%
Significant?	Yes	Yes									

Demo	0-19	20-24	25-29	30-44	45 & OVER	M	F	Pell	No Pell	Total
n	13	61	33	55	23	42	143	87	98	185
% 2 & 3	92%	84%	70%	82%	91%	83%	82%	78%	86%	82%
Significant?			Yes							

Demo	AA	AAA	AS	AAS	AFA	AGS	ABS	Total
n	13	3	14	8	1	8	4	48
% 2 & 3	77%	100%	93%	88%	100%	88%	100%	88%
Significant?								

Significant with 2-prop Z-Test	% 2 & 3 met goal of 80%	% 2 & 3 missed goal of 80%	% 2 & 3 not enough data
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Next steps

- **Work on increasing sample size and return rate**
 - Discuss assessment with new faculty and adjuncts
 - Update gen ed audit to increase classes with mastery
 - Discuss adjusting credit cutoff (more than 45)

- **26 faculty submitted scores. The following are actions they took to improve student learning in sections they teach (n=58 sections):**
 - Adjust grading rubric – 2
 - Update course content – 5
 - Change class assignment or activity – 4
 - Continue to monitor – 8
 - No change at this time – 39

Impact on Curriculum



GELO Attainment by Graduates

- **Goal:** Identify where graduates are not completing courses with Mastery in a GELO
- **Sample:** All graduates of each degree (4969) for the last five academic years (FA '19 - WN '24)
- **Data:** Number of credits completed with D- or better in courses with Mastery for each GELO
- **Adjustment:** Removed all students with credits transferred into Delta and removed all students with credits prior to Fall 2016
- **Analyze:** Percentage of graduates completing zero credits of Mastery

• **Sample Size:**

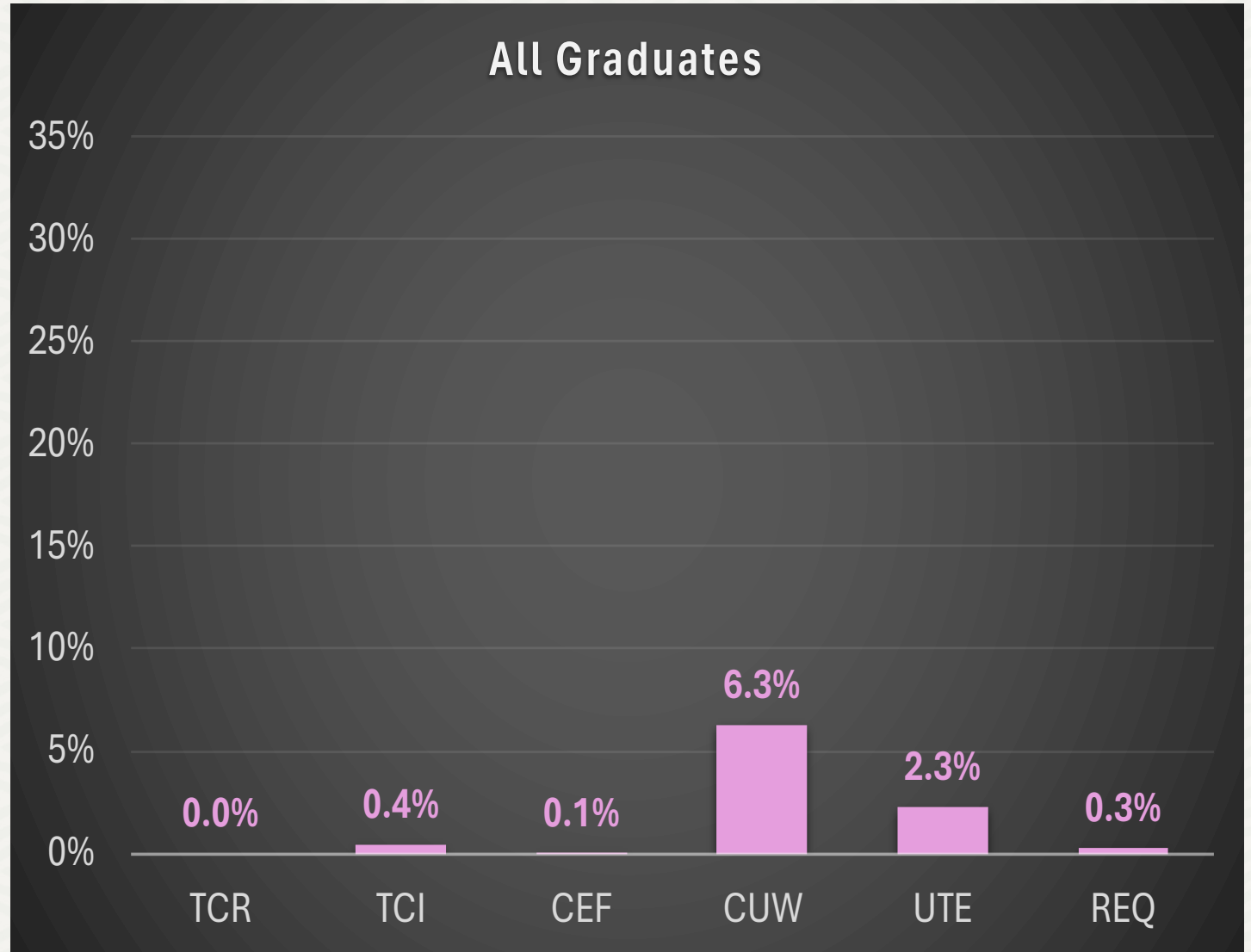
AGS	AA	AS	AAA	AAS	ABS	AFA	Total
327	379	271	138	474	237	51	1877



Percentage of graduates with zero credits in mastery

Students with only Delta credits beginning in Fall 2016

Abbreviation	Outcome
TCR	Think Critically
TCI	Think Civically
CEF	Communicate Effectively
CUW	Cultivate Wellness
UTE	Utilize Technology Effectively
REQ	Reason Quantitatively

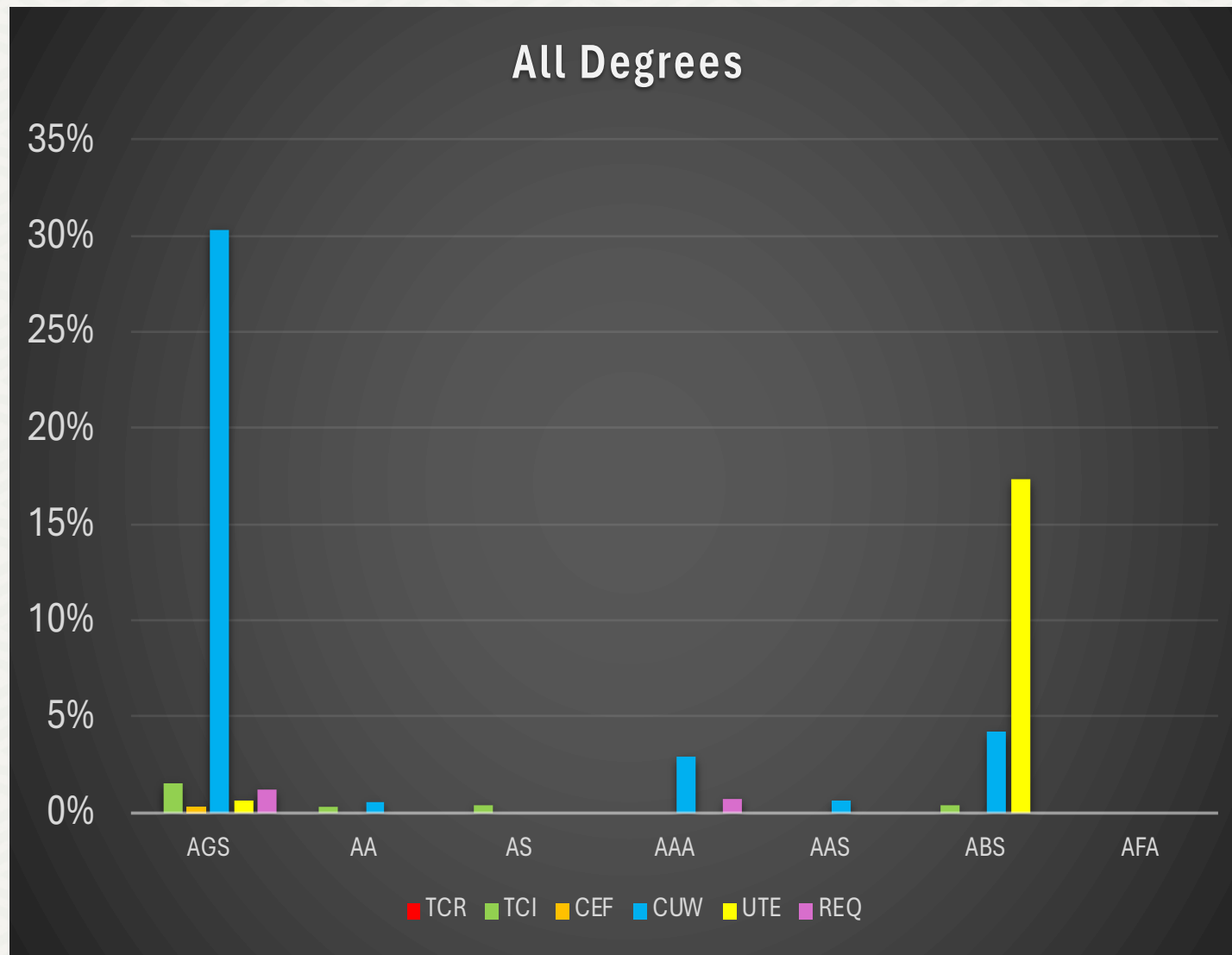


Percentage of graduates with zero credits in mastery

7 degrees x 6 GELOs = 42

- 28 of 42 are 0%
- 8 of 42 between 0% and 1%
- 4 of 42 between 1% and 5%
- 2 of 42 above 5%

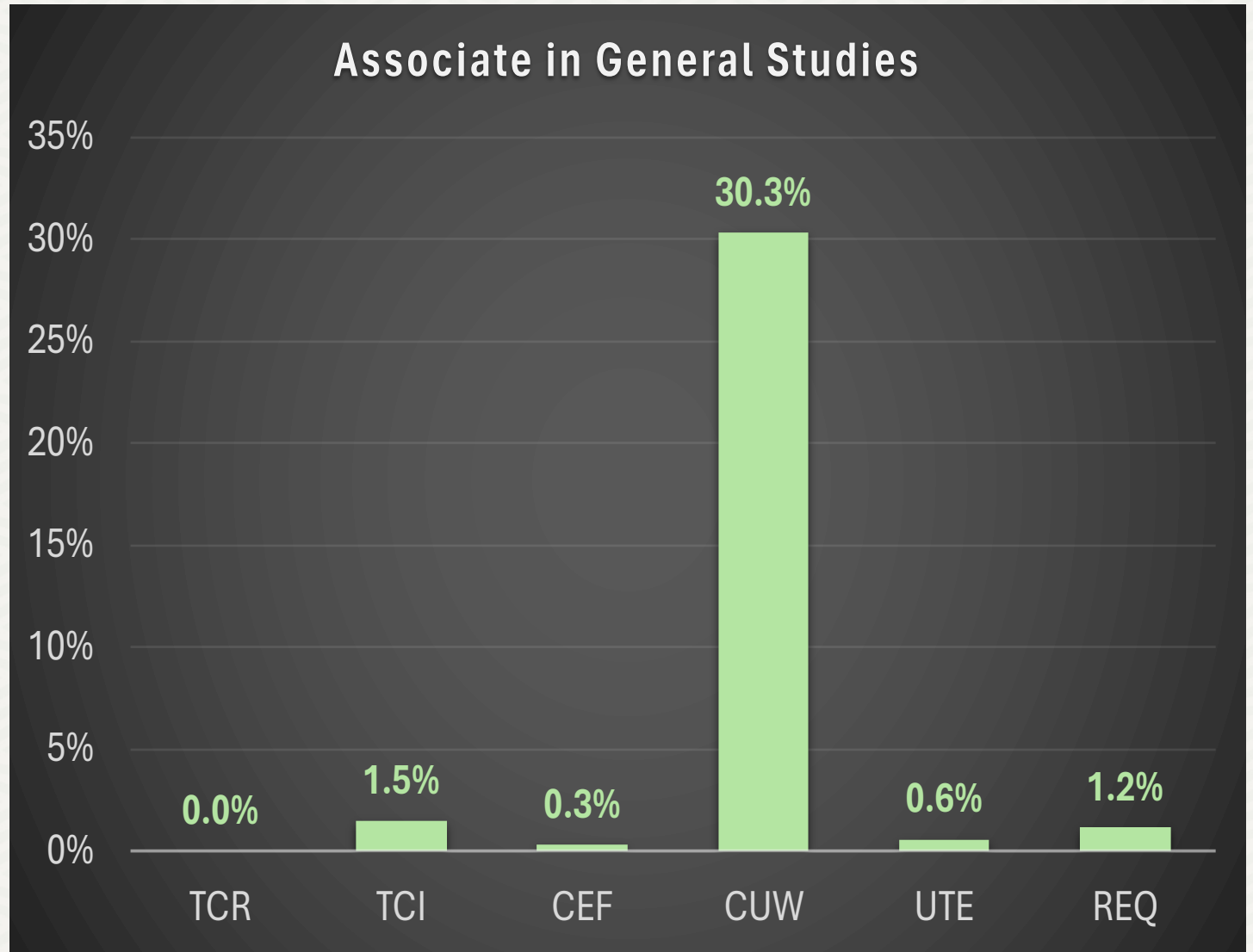
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Percentage of graduates with zero credits in mastery

99 of 327 graduates completed zero Mastery credits in CUW

Abbreviation	Outcome
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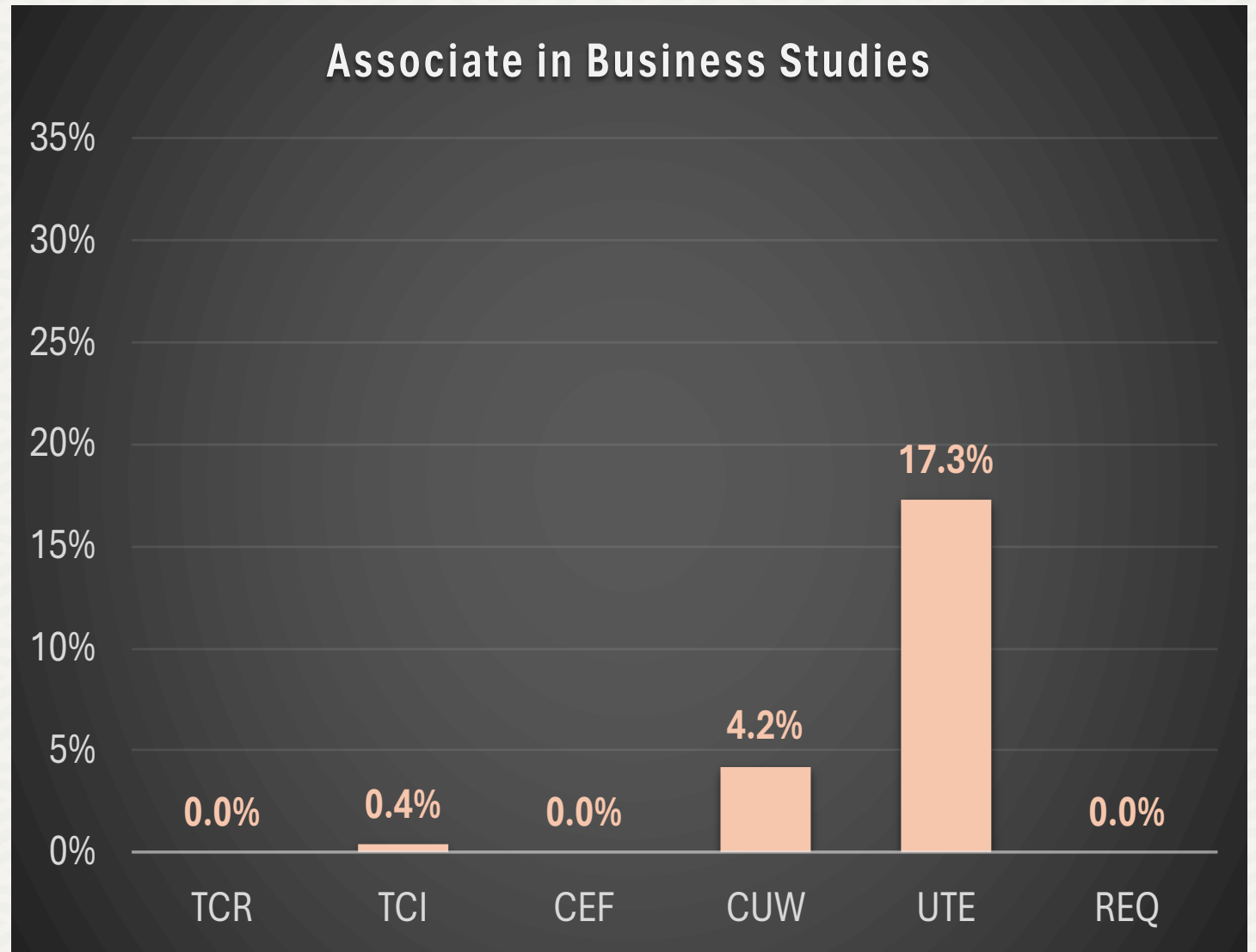


Percentage of graduates with zero credits in mastery

41 of 237 graduates completed zero Mastery credits in UTE

10 of 237 graduates completed zero Mastery credits in CUW – 8 of the 10 also earned an AGS

Abbreviation	Outcome
TCR	Think Critically
TCI	Think Civically
CEF	Communicate Effectively
CUW	Cultivate Wellness
UTE	Utilize Technology Effectively
REQ	Reason Quantitatively



Thank You!



- Thank you for attending our session on General Education assessment!
- This work is vital to student success and our accreditation through the Higher Learning Commission.
- For more information, please contact:
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